



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

In order to appeal the ratings provided to the Department of Education by the educator review teams, please complete the table below for any indicator for which your program received a score of “0.” Indicators that received a “1” or “2” will not be reviewed by our reconsideration committee. Additionally, any appeal that is not supported by specific evidence and the source of this evidence will not be considered. If you need additional rows, please add them to the end of the table. If you cite any evidence from documentation that was not provided to IDOE or the original reviewers, please include this documentation with your submission. Please return these documents to textbook@doe.in.gov **no later than midnight on Wednesday, February 29.**

Publisher Name/Book Title/Grade Level: McGraw-Hill/SRA Imagine It!/Grade 3

Section	Indicator Number	Publisher Comments	Evidence
<i>Example: Professional Development</i>	<i>Example: #4</i>	<i>Example: Info not originally provided to reviewers</i>	<i>Example: Customized options provided as noted in PD brochure attached.</i>
Instructional Design	30	<i>SRA Imagine It!</i> should be taught by the general education classroom teacher. This is specified at the beginning of the program in the Introduction to Grade 3, as well as in the Administrator’s Professional Development Guide.	TE Unit 1 pages viii-xi Administrator’s Professional Development Guide page 1
Instructional Design	31	<i>SRA Imagine It!</i> should be taught by the classroom teacher in a general education classroom. This is specified at the beginning of the program in the Introduction to Grade 3 and the Getting Started section of the program, as well as in the Administrator’s Professional Development Guide.	TE Unit 1 pages viii-xi Administrator’s Professional Development Guide page 1
Phonics	18	Information not originally provided to reviewers. All high frequency words are reviewed often and cumulatively. First introduced in the Blending sentences, all high frequency words are tracked and used cumulatively in later Decodable Books. A chart tracking the introduction of high frequency words is available at the back of the Decodable Books. In addition, all high frequency words introduced in previous grade levels are also listed.	TE Unit 1 pages T117-T118, T138-T139, T178, T201-T202, T222-T223, T262, T285-T286, T306-T307, T346, T369-T370, T388-T389, T424 Decodable Book Friendship pages 97-100 (see attached)
Comprehension	15	Beginning, middle, and end are emphasized in the Comprehension Skill Sequence as well as in Story Maps	TE Unit 3 pages T148, T150, T152, T154, T162, T164



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

		in the Study Skills section of the program.	TE Unit 5 pages T396, T408
Comprehension	24	The main idea strategy is taught systematically in the grade level, beginning with the main idea in a sentence, in a paragraph, and then within a selection itself.	TE Unit 1 pages T404, T406-T407, T414-T417, T426 TE Unit 5 pages T386, T388, T390, T392
Comprehension	25	The main idea strategy is taught systematically in the grade level, beginning with less complex texts and progressing through more complex texts where the main idea is not explicitly stated.	TE Unit 1 pages T404, T406-T407, T414-T417, T426 TE Unit 5 pages T386, T388, T390, T392 TE Unit 6 pages T146, T160, T161
Professional Development	5	Professional Development provides much support to facilitate application of content, both in person as well as in print. Some professional development information was not originally provided to reviewers.	Professional Development Administrator's Guide pages 1-44, 194 <i>SRA Imagine It!</i> Professional Development Plan Overview pages 2-3 (attached)